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ABSTRACT

The report presents findings from an internship at Gallaudet College and its programs for deaf and hearing impaired students. The paper touches on the history of Gallaudet College, the functions of Gallaudet's International Center on Deafness and the National Academy, which offers training to communities on facilities for deaf and disabled people. The Gallaudet College Preparatory Studies Program, designed to increase the likelihood that students accepted to Gallaudet will be retained and graduated, is reviewed as are the components of the Peer Advisory Program, the Academic Development Team (ADT), and the Tutorial Center. The roles of peer advisors in counseling, advising, administration, and limit setting are reviewed. The ADT features collaborative planning to monitor development in personal identity, interpersonal skills, academic skills, aesthetic development, and physical-recreational skills. The Tutorial Center offers services on a walk-in and appointment basis. Academic policies of Gallaudet are considered. A final section presents a summary of information gathered from the internship, including a list of other postsecondary programs for deaf students, an analysis of the communication controversy, a description of the spring, 1984 International Symposium on Deafness, a synopsis of other research on the deaf, and a seven-page bibliography. (CL)

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Description of Internship at the Gallaudet College School of Preparatory Studies

by

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Submitted to:

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The Internship

Page

I Introduction 1

II Gallaudet College 2

III The Gallaudet College School of Preparatory Studies 4

IV Academic Policies of Gallaudet College 24

V Knowledge Gained from the Internship 31

A. Other Post-Secondary Programs for Deaf Students 31

B. The Communication Controversy 45

C. The International Symposium of Deafness 47

D. Other Research 50

E. Bibliography 51

VI Conclusions 58

I Introduction

The internship began in June 1984 and ended in November 1984, ranging from 3-8 hours per day during the summer and on Tuesdays during the fall 1984 semester. The intern conducted extensive research on the major issues in deaf education and deaf culture in exchange for a Special Services for Disadvantaged Students application. Office space was provided by the Gallaudet College School of Preparatory Studies with Mrs. Frances Croft, Director of the Tutorial Center.

A note of thanks to Dr. Ann Davidson, Dean and Dr. Ken Epstein, Associate Dean of the School of Preparatory Studies, Northwest Campus, Gallaudet College for granting the intern permission to study the issues and program in depth. A special note of thanks to my colleague and friend, Mrs. Frances Croft, who introduced me to the campus community, monitored my progress and read between the lines, clarifying semantic and theoretical points throughout the internship. The measurable and unmeasurable growth and greater sensitivity achieved by me is directly attributable to Mrs. Croft who, with Dr. Epstein, guided and directed my readings on the issues.

An added note of thanks to Barbara Caldwell and Peggy Watts of Dean Davidson's office who painstakingly typed the 1st, 2nd, and 3rd drafts of the "bits" of the proposal, as they were produced and shared their coffee, so generously.

The warmth, caring and empathy of Dean Davidson and her staff are reflected by the high retention and graduation rates of the students of the Gallaudet College Preparatory Studies Program. Although "graduating" as an intern, this writer looks forward to returning to study the program in greater depth.

II Gallaudet College

Gallaudet College was established in 1856 on two (2) acres in Northeast Washington by Amos Kendall, then Postmaster General under President Andrew Jackson to provide services for the deaf. The Kendall School, as it was first known, underwent several name changes. In 1857, the name was changed to the Columbia Institution for the Instruction of the Deaf and Dumb and Blind. In 1864 the mission of the school changed along with the name as blind was eliminated from the name and blind students were transferred to the Maryland School for the Blind. The final name change occurred in 1954 when Gallaudet College was named for Thomas H. Gallaudet.

The Columbia Institution for the Instruction of the Deaf and Dumb graduated its first class of three in 1869. The degrees were signed by the President of the United States, as they are now. Women were admitted in 1887. A graduate department was founded in 1891.

Public Law 420, passed in 1954, committed Congress to support Gallaudet College with financial and material resources. This increased commitment resulted in a stronger curriculum and faculty with improved and expanded facilities which enabled the school to become accredited. Today Gallaudet College is accredited by the Middle States Association of College and Secondary Schools, the American Language-Hearing Association, the Education and Training Board of the American Speech-Language-Hearing Association, the Council on Social Work Education, the Council on Education of the Deaf and the National Council on Accreditation of Teacher Education (NCATE).

Gallaudet College houses the International Center on Deafness. The goals of the Center are to develop closer bonds with foreign countries and to use the resources of Gallaudet College to positively impact on the international deaf community.

The National Academy is housed at Gallaudet College. The National Academy offers training to communities on facilities for deaf and disabled people.

Gallaudet College has extension centers at Johnson County Community College in Overland Park, Kansas, Northern Essex Community College in Haverhill, Massachusetts and Ohlone College in Fremont, California. These resources enable the deaf in other parts of the country to access campus expertise.

Gallaudet College is an associate member of the Consortium of Universities of the Washington Metropolitan Area. Other consortium school libraries and facilities are available to Gallaudet students. There is a Consortium Coordinator on the campus who can explain program and facility offerings on other campuses to Gallaudet College students. In addition, Gallaudet College has exchange program with Oberlin College in Oberlin, Ohio, Western Maryland College in Westminster, Maryland and West Germany. Gallaudet College has foreign study programs in England, France, Germany and Spain. The campus maintains a Director of the Foreign Study Program who is available to provide interested students with information and assistance.

Gallaudet College is the only liberal arts college for the deaf in the world. It is well equipped and well staffed offering its students access to the international community.

The Gallaudet College School of Preparatory Studies

The Historical Perspective

The Gallaudet College Preparatory Studies Program as it was originally called, began in 1865 shortly after it was suggested by Edward Miner Gallaudet in his annual report, dated November 6, 1865.[1]

The goal of the program is to increase the likelihood that students accepted to Gallaudet College will be retained and graduated by Gallaudet College. Admitted students have a wide range of achievement test scores, particularly in English and Mathematics. At the same time, there is wide variance in the communication skills and types of communication practiced by the students. Some students come from secondary schools for the deaf that use sign language, exclusively. Some come from secondary schools for the deaf that use the aural approach and some are graduated from schools that use total communication. Gallaudet college espouses and uses total communication, so it is necessary for all of its students to use total communication.

The Preparatory Studies Program was a part of the College from 1866 until the 1940's. Students were taught by all faculty members. In the 1940's the program became distinct from the college with its own faculty and its own chairman. During the 1960's, faculty were accountable to their chairpersons rather than the Preparatory Studies Program director. The position of director was eliminated, accountability for the direction of the program and program monitoring was gone and the student drop-out rate increased. In 1969, a director was appointed to coordinate the program and design a model which would retain students. The mandate of 1969 is the present mandate.[2]

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1 J. Matt Searls, , A Proposal for the Establishment of an Academic Development Center at the Northwest Campus of Gallaudet College, Gallaudet College, March 1, 1983, p. 1

2 J. Matt Searls, op. cit., p. 2

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During the past 50 years, the attrition rate averaged 50% at the end of the first year at the School of Preparatory Studies compared to a 13.8% attrition rate of first year students in hearing colleges. The student attrition rate was matched by the high attrition rate of directors. There were six directors in the ten years from 1970-1980.

In 1977, the Peer Advisory Program was established. The program is intended to provide students with a network system of other students who can offer support in the areas of advisement, student development and adjustment to the campus.

In 1983, J. Matt Searls proposed a program revision which focused on using the newly acquired property on Kalmia Road, NW, which was formerly a junior college as the site for the Gallaudet College School of Preparatory Studies. In that report, Searls indicated that attrition rates were still unacceptably high. Indeed, for Searls, the program design lent itself to a high attrition rate. All of the support services were voluntary. The Tutorial Center was a separate entity on the main campus. The Counseling Center and Peer Advisement Programs were housed in different areas of the main campus and both programs relied exclusively on student self-evaluation for effectiveness.

Searls indicated five types of barriers to the attainment of the goal of student retention. They are structural barriers, instructional barriers, research barriers, attitudinal barriers, and behavioral barriers. They are listed, as follows, in Searls' own language (p. 6).

Structural Barriers

1. Prep studies office staff not large enough to offer academic skill building support on an individual or group basis.
2. No effective interaction mechanism between Prep office and Faculty.
3. Not enough interaction between Prep office and the Faculty and Academic Advisors.

4. Prep office lacks enforcement mechanism to use when students refuse to respond to Academic Guidance and/or Academic Probation Letters, etc.

Instructional Barriers

1. No in-house development of specialized learning materials.

2. Present focus of Prep Studies office on counseling rather than academic skill building.

3. No competency-based instruction.

4. Some Peer Advisors may not be the best academic role models.

5. Signing ability of some faculty members may hamper their teaching effectiveness.

6. Some faculty members may not be adequately trained to teach students with several academic weaknesses.

Attitudinal Barriers

1. Negative attitudes of some faculty members toward teaching Preps.

2. Brighter students sometimes do not regard the Prep Studies Program as challenging enough.

3. "Prep" label associated with academic weakness.

4. Poor image of counseling/support services as "punishment" rather than support.

5. Many students have underdeveloped sense of responsibility and self-motivation.

6. Previous responsibility with the Peer Advisor Program aspect of the Prep office detracted from academic counseling efforts.

7. Not enough academic counseling in the peer advisory process.

Research Barriers

1. Lack of on-going research and development in designing program components.

2. Lack of evaluation of existing program components.

3. Not enough background information on students has been gathered.

4. No immediate access to student background information from Admissions' and Registrar's office.

5. No diagnostic testing of student needs and weaknesses.

6. No follow-up studies on students who have been through the program.

7. No direct access to computer services.

Behavioral Barriers

1. Some students fail to carry out the responsibilities expected of them in a college environment.

2. Some students pose disciplinary problems in the classroom.

3. There are some special factors which adversely affect study habits.

4. Class-cutting by students and unsatisfactory enforcement of the cutting policy.

These barriers are also reflected by the following mean scores on tests with national norms of admitted and not-admitted students.

Comparative Entrance Test Scores[1]

	1978		1979		1980		1981		1982	
	Adm. N=361	Rej. N=525	Adm. N=345	Rej. N=520	Adm. N=320	Rej. N=455	Adm. N=289	Rej. N=455	Adm. N=491	Rej. N=502
Reading Vocab	14	4	14	4	17	4	14	4	11	3
Reading Level	20	5	19	4	17	4	10	4	13	2
Reading Speed	33	11	32	11	28	8	23	8	29	10
Science	35	9	35	12	31	11	35	12	21	12
Algebra	32	7	32	7	32	7	27	8	27	8
Nonverbal IQ	107	96	109	97	109	97	111	102	106	98

J. Matt Searls' well thought-out discussion and efforts of other proponents led to the establishment of the Gallaudet College School of Preparatory Studies Program on its own campus in Northwest, Washington, D.C.

[1] Searls, op. cit., Appendix A

Students applying to Gallaudet College are given placement tests in English and Mathematics. On the basis of test scores, admitted students are placed in the freshman class at Gallaudet College on Benning Road, in Northwest Washington, D.C. or in the School of Preparatory Studies on Kalmia Road in Northwest Washington, D.C. The overall goal of the College Preparatory Studies Program is to provide students with more uniform academic and social skills to increase the likelihood that this population will be retained by and graduate from Gallaudet College. The following programmatic goals reflect the survival skills which are necessary on a college campus.

Goal 1: To provide each student with the reading and writing skills in English necessary for admission to the freshman class.

Goal 2: To provide each student with the mathematical skills necessary for admittance to the freshman class.

Goal 3: To provide each student with cognitive skills necessary for admittance to the freshman class.

Goal 4: To provide each student with physical, emotional, social and intellectual skill growth.

Goal 5: To provide each student with opportunities to better understand their cultural, physical and social environment.

Goal 6: To provide each student with opportunities to improve their communication skills.[1]

These goals are consistent with the recommendations made in the Report of the Board of Fellows, 1982-1983. (The Board of Fellows consists of four representatives from Higher Education, two representatives from Education of the Deaf and three representatives from the Population of Deaf People. They serve as a policy review board for Gallaudet College.) The recommendations are as follows:

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[1] Searls, op. cit., p.

Area: Communication Policy

Recommendation: The communication policies at the Pre-College and the College levels should be monitored continuously by the administration to ensure that they are, in fact, carried out.

Area: Communication Skills

Recommendation: All Kendall Green institutional programs should include communication skills for hearing impaired children and youth in a hearing world: Speechreading, speech, telephone communication, hearing aid maintenance and psychology of deafness. A systematic program should be developed to ensure that KDES, MSSD, and Gallaudet students are kept current on the appropriate use of interpreters, including an appreciation of interpreter rights and obligations, client rights and obligations and other pertinent information.

Area: Language Acquisition

Recommendation: Gallaudet College should establish a Blue Ribbon Task Force to address the issue of language acquisition: Utilizing the best, most incisive, and most experienced representatives of deaf adults, psychology, linguistics, semantics, deaf education, audiology, and epistemology, as well as other disciplines and constituencies. By reducing this perplexing subject to its most basic salient elements, analyzing them and prescribing a set of principles, axioms, corollaries and treatments, the profession of education of the deaf people will be able to provide more effective and sophisticated services to the deaf student, the focal point of that profession.

Area: Internal Pressures

Recommendation: Gallaudet College should assess the validity of this concern and determine if there is peer pressure to an extent that warrants

the attention of the faculty and administration and/or the Board of Fellows.

The goals of the Gallaudet College School of Preparatory Studies and the recommendations of the Board of Fellows address the immediate concern of the administration of Gallaudet College that students be retained and graduated. Skills in English, mathematics, communication, problem solving and goal setting are critical skills for success in the long range goal of preparing students to function in work and social environments after graduation. Indeed, skills proficiency is even more important for deaf people whose physical disability greatly impacts on the communication process thereby increasing the need for skills more than the need for otherwise equivalent hearing students.

The goals of the program are met by the curriculum. The curriculum can be completed in from one to two years, depending on student motivation and achievement. The curriculum is as follows:

1st Semester		2nd Semester	
Course	Hrs/week	Course	Hrs/week
English	12	English	12
Math	6	Math	6
Physical Educ	2	Physical Educ	2
Health Studies	3	Communication	3
Orientation	1	Science	3
Science*	3		
Total hours	27	Total hours	26

* Required one semester only

Electives: (student may choose one of the following each semester)

Social Studies	3
Sign Instruction	3
Special Topics	2-6

Planned, Outside of Classroom Activities in:

- Study Skills
- Introduction to Counseling Services
- Decision Making
- Women's Issues
- Interpersonal Relationship Skills

Specific course waivers are permitted through waiver tests, summer school course completion and competency level tests. Electives on special topics courses may be substituted for waived courses. When students successfully complete the curriculums they receive a "Certificate of Completion of Preparatory Studies" which serves as an entree to the freshman class at Gallaudet College.

The population for the Fall 1984 semester was 350 residential students from 50 states, the Virgin Islands and Guam. All of the students previously attended secondary schools for the deaf. Demographics indicate minority and gender representation consistent with that of the general population.

All faculty members who teach in the School of Preparatory Studies Program on the Northwest campus also teach on the Main Campus in Northeast, Washington, D.C. Indeed, all faculty members report to Main Campus (Northeast) chairpersons who make teaching assignments to the courses taught in the School of Preparatory Studies Program. Northwest faculty convene regularly with their departmental counterparts on the Main Campus.

Faculty members work in teams to effectively design curriculum goals and objectives to meet the needs of individual students. By having preparatory classes designed, Gallaudet College has ensured that its Preparatory Studies Program students are being prepared for the college level curriculum of the Main Campus. The Gallaudet College School of Preparatory Studies Program may be thought of as a bridge between high school and college level courses.

The Gallaudet College School of Preparatory Studies is a residential program. The Academic Development Team, Peer Advisor Program and Tutorial Center are support services which function before and after 5 p.m. to assure that social skills are developed by students and monitored by staff.

The Academic Development Team is a five member team which functions to assist the students in successfully completing the program. The team members

represent counseling and academic areas and focus on the whole person. Planning sessions are collaborative. A student profile is developed by the team which identifies five student attributes: Personal Identity; Interpersonal Skills Development; Academic Skills; Aesthetic Development; Physical-Recreational Skills. The skills serve as a checklist to assess progress and monitor overall development.

The members of the Academic Development Team (ADT) are:

1. Academic Advisor (AA)
2. Peer Advisor (PA)
3. Coordinator of Residence Education (CRE)
4. Student Head Resident Advisor (SHRA)
5. Counselor

Assignment of Academic Development Team Members to Students

The procedures for assigning team members to each student is as follows:

1. The CRE on the Academic Development Team is the one from the residence hall in which the student resides. For example, the Memorial Hall CRE serves as one of the ADT members for each resident of Memorial Hall.

2. The Peer Advisor (PA) of the floor on which a student resides serves as one of that student's ADT members. For example: if a student resides on the third floor of Memorial Hall, his or her Peer Advisor is one of the ADT members.

3. The SHRA of the residence hall in which the student resides serves as one of that student's ADT members. For example, the Memorial Hall SHRA serves as one of the ADT members for each resident of Memorial Hall.

4. A Counselor will be assigned to each residence hall to serve as a member of each of the residents' team. Schreiber Hall will be assigned two counselors.

5. Academic Advisors will be assigned to groups of 10 to 20 students and serve as the Chairperson of each student's ADT. Groups will be composed of floor residents of each residence hall. For example, Memorial Hall third floor has 26 student residents. This group will make up two (2) groups of thirteen (13) each. An Academic Advisor will be assigned to each of these two groups.

To illustrate: a resident of a room on the third floor of Memorial Hall has as members of his or her ADT the following people:

1. An Academic Advisor (AA)
2. A Peer Advisor (PA) who is also the third floor PA for Memorial Hall
3. A Coordinator of Residence Education (CRE) who is also the CRE responsible for Memorial Hall.
4. A Student Head Resident Advisor (SHRA) who is also the SHRA assigned to Memorial Hall.
5. A Counselor assigned to Memorial Hall specifically to serve as a member of each student's ADT.

Responsibilities of ADT Members

ADT members will have the following responsibilities:

1. Participate in academic advising training sessions prior to New Student Orientation (NSO) week.

2. Assist with developing a student development transcript on each of the students for whom they are team members.

3. Attend staffings whenever needed on serious cases involving students in their groups.

4. Provide academic advice to students as a coordinated unit.

5. Provide group support to student groups whenever there is a need for it.

6. Assist the student with preparation for disciplinary hearings, provided there is not a conflict of interest.

7. Attend update training sessions two or three times during the academic year.

8. Assist the Coordinator of Academic Counseling and Advising.

The major roles of team members, such as the primary role of counselors, peer advisors, Coordinators of Residence Education (CREs) and teachers will in no way be compromised when they serve as members of the ADT. For example, if a Coordinator of Residence Education (CRE) is to serve as a member of the Judicial Board which is scheduled to hear grievances against a student who happens to be in that Coordinator of Residence Education's (CRE's) caseload, the CRE must decide his or her role in the case - either continue as an ADT member and offer assistance and step aside as a member of the Judicial Board for that particular

case or continue as a member of the Judicial Board and step aside as a member of the ADT for that particular class. Similar role conflicts may arise for other members of the ADT. Appropriate professional discretion is expected from each team member.

Sample Procedures

The roles and functions of ADT members may vary or overlap from case to case. However, under the guidance of the Academic Advisor as Chairperson and/or the Coordinator of Academic Counseling and Advising, responsibilities and tasks should be clearly outlined and delineated.

One broad example of what could transpire is narrated below.

> Teacher A, who may or may not be the student's AA, sends a report to the Coordinator of Academic Counseling and Advising which states that Student X has not attended her class three sessions in a row. The Coordinator notified that student to make an appearance before him. If the Coordinator determines that the student's problems can be best solved by meeting only with one member of the team, such as the Academic Advisor (AA), then the AA is contacted and informed of the problem. Suppose the Coordinator decides that the student, after consultation and discussion with the student, needs input from his ADT, the next move is to contact all that student's ADT members and request a staffing. It is not likely that all team members can be present at one time. However, there will probably be an individual member on the team with whom the student can be in contact regularly. That member of the team then becomes the student's mentor and functions as the liaison between ADT members and the student, passing on suggestions and ideas to the student and making progress reports to the Coordinator and other team members.

Occasionally there will be very serious cases where all members of the ADT will need to meet to come up with advice for the Coordinator as to the disposition of the case. If counseling is recommended, the student has the right to choose a counselor, not necessarily the one on his team. Counseling information would be kept strictly confidential, and no reports or recordings will be forthcoming from such sessions unless the student insists that it be shared with the ADT members. Similarly, privileged conferences may take place between the student and the peer advisor or between the student any any other member of his

or her Academic Development Team. The only time information may be shared among team members is with the student present and with his or her consent.

Input and suggestions should be offered in a positive and encouraging direction, with a view toward assisting the student in coping with a given situation or circumstance. Conversely, information of a factual nature which may have a negative effect should be offered with a view toward assisting the student in reconstructing and rehabilitating his status.

There will be students who have virtually no need of the support or functions of the complete Academic Development Team. However, for many students, the mere existence of an ADT with its strong supportive role is often sufficient incentive for improvement.

The Peer Advisor program at the Northwest Campus has two goals:

1. to increase student personnel services (counseling, advising, and programming) to students, and
2. to encourage the growth and development of each Peer Advisor through training and supervision.

By having trained peer counselors in the students' residence halls, the overall program at the School of Preparatory Studies benefits through services provided by the Peer Advisors in the handling of emergencies, helping students find solutions to their problems, assisting with the students' academic development, providing peer group support, planning and implementing informative programs, and helping students understand and respect individual and group rights.

Each Peer Advisor acquires numerous benefits through participation in the program. These benefits are in the form of skills and competencies developed through preservice training, inservice training, and supervision by professional counselors. Some of the skills and competencies are:

1. counseling and advising skills,

2. increased feelings of self-worth through task mastery,
3. increased interpersonal skills through participation in group processes,
4. increased decision-making and goal-setting skills,
5. increased motivation for academic achievement,
6. increased skills in dealing with professional staff and faculty members, and
7. acquisition of a work-experience portfolio which may enhance advancement in his or her career of choice.

The above list of benefits is by no means exhaustive. Additional benefits are the acquisition of closeness to fellow paraprofessionals through participation in two off-campus training retreats and weekly inservice meetings. These experiences provide the opportunity for group inservice meetings. These experiences provide the opportunity for group cohesiveness and a means of support for the individual. The eventual beneficiary of the Peer Advisor program is the preparatory student.

Roles of Peer Advisors

Each Peer Advisor assigned to the School of Preparatory Studies assumes four basic roles: counseling, advising, administration, and limit-setting.

Counseling

The major role of each Peer Advisor will be that of counseling. Participants in the program will gradually develop into strong peer counseling models through training and inservice programs which emphasize skills and competencies in making initial contacts and interviews with preparatory students, crisis counseling (loneliness, depression, sexual, and substance abuse concerns), appropriate referrals, assertiveness skills, social skills, anxiety and stress management, counseling theory and ethics. The main stress in peer counseling at the School of Preparatory Studies is on transitional support (moving from family, home and friends into a new and distant environment) and

the development of support systems which can serve the student while away from home.

Advising

The Peer Advisor's second major role is to gather and provide timely information to the student. By serving as a member of the student's Academic Development Team, the Peer Advisor will ensure that information and advice provided to the student is not only timely, but is relevant to the student's needs as well. In addition to information related to academic concerns, the Peer Advisor provides information and advice related to the Northwest Campus and the Main Campus (e.g. services, programs, resources, rules and regulations) and information about the community at large (e.g. cultural, athletic, and social events).

Administration

Peer Advisors keep accurate records of students with whom they have contact. Whenever Peer Advisors make referrals, they maintain recorded summaries which are discussed with their professional supervisors. Peer Advisors include in their record keeping files those activities or actions taken by the Academic Development Team of which they are members. Other administrative roles which Peer Advisors assume are those of planning and conducting programs, scheduling events, arranging transportation, managing publicity, budgeting, and maintaining bulletin board activity. Peer Advisors are also responsible for checking with appropriate Office of Residential Education Staff to prevent conflicts in scheduling events or activities.

Limit-Setting

The Peer Advisor must balance his or her role as a peer counselor with the responsibility of being a paid staff member. There are often times when the Peer Advisor needs to set limits regarding his or her role in the residence

halls. The Peer Advisor is trained to distinguish between a student genuinely seeking help and a student testing the limits in a community living situation.

There were fifteen inservice training sessions during the Fall 1984 semester on the following topics for the purposes outlined in the schedule planned during the summer:

1. Administration: Joint Residence Hall/Peer Advisor
   - knowledge of the paraprofessional role:
     - o to recognize the importance of self-awareness in work with both students and paraprofessionals
     - o to recognize how both students and paraprofessionals participate in promoting or hindering the transaction
     - o to share or exchange information for their future goals on the campus
     - o to participate in a get-acquainted activity
2. Administration: Programming/How to Run Meetings/Skill Objectives
   - o to educate Peer Advisors on how to run programs effectively
   - o ability to implement role demands as a paraprofessional
   - o to carry out task-assignment responsibilities effectively and promptly
   - o to comply with P.A. program (work) routines
   - o to distribute the materials
3. Administration: Emergency Network
   - knowledge about the emergency system:
     - o to demonstrate an understanding of the school's purposes, policies, and programs, and to present these as one's practices requires
     - o to observe and describe behavior at the organizational level
     - o to recognize emergency situations and implement proper procedures for the students
     - o to hand out materials

4. Advising: Study Skills

   - o to invite the Coordinator of Academic Counseling and Study Skills Development to discuss with and explain to Peer Advisors a referral system for those preparatory students who have academic problems
   - o to hand out materials

5. Advising: Study Skills

   - o ability to handle time management and stress management
   - o to participate in discussion
   - o to hand out materials

6. Counseling/Administration: Referral to Preparatory Counseling Center

   - o to introduce the concept of counseling services
   - o ability to facilitate referrals and connect students to resources within the school or outside the school
   - o to prepare written referral summaries that are clear and concise
   - o to locate and contact appropriate resources
   - o to give paraprofessionals a clear picture of what is involved in applying for and receiving services elsewhere
   - o to hand out materials
   - o role plays

7. Counseling: Recognizing and Dealing with Emotional Problems - Homesickness, Alienations, Isolation, and Other Concerns

   - o ability to deal with different problems
   - o knowledge of counseling techniques:
     - listening skills, sharing skills, openness, trust, feedback, awareness of own behavior, empathy, and problem solving effectiveness
   - o to hand out materials
   - o role plays

8. Counseling: Suicide and Crisis Intervention

   - o ability to handle the crises

- o to identify the P.A.'s understanding (cognitive and affective) of how the student experiences life
- o to communicate this understanding to the students
- o ability to contact appropriate professionals
- o discussion

9. Counseling: Suicide and Crisis Intervention
   - o role plays
   - o to hand out materials
   - o to participate in discussion

10. Counseling: Feedback/Expression of Feelings
   - o Sharing feelings about the Peer Advisor Program
   - o Feedback feelings about the group members and programs
   - o to recognize that paraprofessional practice requires continued learning and change
   - o to examine the P.A.'s perceptions and responses in practice, and to be able to change one's behavior in behalf of helping more effectively
   - o giving ideas for improvements for the group members and program

11. Counseling: Drug-Alcohol — substance abuse
   - o to invite a recovered alcoholic who will share experiences about substance abuses and will give some suggestions for referrals such as A.A., counseling group, and other services
   - o role plays
   - o to hand out materials

12. Counseling: Human Sexuality and Sexual Concerns
   - o to invite a registered nurse who will demonstrate different birth control methods, and will give good information about birth control methods. She will be able to commit to a discussion of human sexuality and sexual concerns.
   - o to participate in discussion — questions and answers related to birth control methods and other information
   - o to hand out materials

13. Counseling: Human Sexuality and Sexual Concerns

    - o to invite Dr. Howard Busby who has expertise in sex therapy to present several theories for sexual concerns and other issues
    - o questions and answers
    - o to hand out materials

14. Wrap Up:

    - o Evaluations
    - o Feedback Worksheets

15. Peer Advisor Christmas Party

The Tutorial Center

The Tutorial Center offers services on a walk-in and appointment basis in the late afternoon and evening. Tutors may be paid directly from the Tutorial Center budget or they may be work-study students. There were no work-study students assigned during the Summer and Fall 1984 semesters. There were more walk-in tutoring services provided. Forty-eight percent of the total number of hours of tutoring were for walk-in tutors versus 24% in the Spring 1984 semester. A total of $4,846.21 was paid to nine (9) tutors, including two assistant supervisors.

Students evaluated the tutoring services they received positively. This, however, was in the form of self-report on a survey. The Tutorial Center schedule for Fall 1984 was 1-10 Monday through Thursday and 1-5 p.m., Friday through Sunday.

The Tutorial Center provided the following services:

A. Walk-In Tutoring	New	Month Total	Cumulative
# of students	10	28	50*
# of Course Assistance	10	37	68
# of Hours	12	126	306

B. One-to-One Tutoring	New	Month Total	Terminated	Cum	Current
# of Students	3	24	-12	27	12
# of Course Assistance	3	28	-14	34	14
# of Hours		116		331	

C. Break-down of Course Assistance	Walk-In	One-to-One	Terminated**
Algebra I	6	13	10
Algebra II	21	4	1
Geography	8	3	-
Science	2	4	1
Health	0	3	2

D. Evaluation results: 31 responses from 58 questionnaires distributed, (rating scale: 1/strongly agree, 2/agree, 3/disagree, 4/strongly disagree).

1. One-to-One Tutoring Services	Average Rating
a. Tutors show students how to get answers rather than give answers	1.9
b. Tutors help students understand	1.8
c. Tutors have good relationships with students	1.8
d. Tutors are good in motivating students	1.6
e. Tutors are effective, and are recommended for next semester	2.1

2. Walk-In Tutoring Services	Average Rating
a. Students prefer Walk-In services over One-to-One services	2.6
b. Tutors in Walk-In services are enthusiastic	2.9
c. More hours in Walk-In services are needed	1.8
d. Tutors in Walk-In services show how to apply study skills to homework assignments	2.4

3. General Tutoring Services	Average Rating
a. Students think that their grades improve due to tutoring services	2.2
b. Students feel that the tutorial supervision/specialist is helpful	1.8

E. Grade point averages (G.P.A.) for students receiving tutorial services. The students are divided into 4 categories according to the criteria below.

1. Students (N=37) who did not continue with the One-to-One tutoring services during the second semester from last semester (Mean G.P.A. is 1.98)

2. Students (N=19) who continued with the One-TO-One tutoring services during the second semester from last semester (Mean G.P.A. is 2.33)

3. Students (N=8) who started receiving tutoring services during the second semester (Mean G.P.A. is 1.89)

4. Students (N=33) who received temporary help in the Walk-In services, not including students who received One-To-One tutorial services (Mean G.P.A. is 2.58)

	Groups of Students			
G.P.A.	#1	#2	#3	#4
Below 2.0	43%	26%	62%	24%
2.0 - 3.0	35%	53%	25%	46%
Above 3.0	22%	21%	13%	30%

IV Academic Policies of Gallaudet College

A. Admissions

1. Any deaf student may apply to Gallaudet College for the undergraduate program.

2. All applicants take an entrance examination.

3. Admissions is based on scores on the entrance examination, degree of hearing loss and date of loss, grades, class standing, recommendations and attitudes and motivation toward achieving a college degree.

4. Deaf applicants with one or more additional physical disabilities are encouraged to apply.

B. Placement

1. SAT or ACT examination scores for high school students applying as freshman may be submitted to Gallaudet College. If these standardized test scores are high enough, students may be excused from taking the Gallaudet College entrance examination.

C. Financial Aid

1. Full time degree-seeking students may be eligible for grants-in-aid and Gallaudet Scholarships.

2. Financial aid is available to any degree seeking student who attends half-time and is eligible for Title IV assistance.

3. Financial aid packets are forwarded to admitted students which include the Application for Financial Aid and the CSS Financial Aid Form.

4. Acceptance letters must be signed before financial aid is awarded.

5. Types of Financial Aid

   a. Pell Grant Program

      1) This program, designed for undergraduate students, meets a percentage of the total college costs and is determined by the amount available at the institution.

   b. College Work Study Program

      1) Awards are made based on need and the availability of funds. Students begin work at the minimum wage and may earn more depending on the job. Part-time students may qualify for college work study.

c. Supplemental Educational Opportunity Grant (SEOG)

1) Awards are made based on need.

d. National Direct Student Loan Program (NDSLP)

1) During the first two years of study, students may borrow up to $3,000. Students who have completed more than two years of study may borrow up to $6,000 for the entire undergraduate program. The loans are low interest and repayable within six months of graduation or withdrawal or when the class load is less than part-time.

e. Gallaudet Grants-in-Aid

1) Grants-in-aid are awarded only after all other resources have been tapped. They are awarded annually but credited twice a year.

f. Scholarships

1) Need based scholarships are awarded annually for outstanding academic achievement to full-time degree-seeking students.

g. State Grants and Scholarships

1) State Departments of Education may be contacted for financial aid from the student's State of residence.

h. Parent Loans for Undergraduate Students (Plus Programs)

1) These loans are available to parents at a rate of 12% for up to $3,000 per year, repayable within 60 days after disbursement.

i. Short-Term Loans

1) Loans are available for emergencies which are repayable within the semester the loan is made.

j. Social Security Benefits

1) Disability benefits may be available to any student described in the catalogue on page 7.

K. Vocational Rehabilitation (VR)

1) The Vocational Rehabilitation program may help with financial assistance, hearing aids, glasses and other disability related devices. VR assistance can be applied for through the states.

1. Supplemental Security Income (SSI)

   1) Supplemental Security Income may be available to students who are physically disabled and have little or no regular income or assets. The specific limits are determined by the state.

The Financial Aid Program, in its entirety, is described in the catalogue on pages 5-9.

D. Grading System

The grades in use range from A to F, I (Incomplete), P (Passing), Wd (Withdrawn), WP (Withdrawn Passing) and WF (Withdrawn Failing). Each letter grade is equivalent to the following quality points which are used to compute the grade point average:

Grade	Quality Points
A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
F	0.0

$$\frac{\text{Total \# Quality Points}}{\text{Total \# Hours Taken}} = \text{(G.P.A.) Grade Point Average}$$

E. Scholarship Standards

Students are in good academic standing who maintain a G.P.A. (Grade Point Average) of:

1.5 for less than 31 semester hours attempted.

1.75 for 31-60 semester hours attempted.

2.0 for 61 or more semester hours attempted.

Any student falling below these minimum scholarship standards is placed on academic probation for the following semester. Once on

probation, the student must maintain the standards described above per semester for 12 hours of study in order to be taken off of probation.

Students are classified based on the credit hours they have successfully completed.

Classification	Credits
Sophomore	25
Junior	56
Senior	90 (including 6 credits of a foreign language)

F. Certificate and Degree Programs in the Undergraduate College

1. Certificate of Preparatory Studies

Those students who complete the Preparatory Studies program will receive a certificate of achievement when they have met the following minimum requirements:

a. Pall all courses with at least a D.

b. Attain a minimum G.P.A. of 2.0.

c. Pass the English Competency Test.

d. Pass the Mathematics Waiver Test.

e. Complete at least 26 preparatory credits per semester.

2. Associate of Arts Degree in Interpreting

The AA degree in Interpreting will be conferred when the student completes 62 hours including:

Courses	Semester Hours
English 103-104	6
Psychology 303	3
Communication Arts 120, 210 290, 352	8
Sociology 303	3
Psychology 610 or Education 316	3
Electives	5 or 6
Interpreter Training 100, 134, 210, 233, 234, 242, 290	29

The student must maintain a minimum of 2.5 cumulative grade point average and reside on campus for two years.

3. Bachelor of Arts Degree

The Bachelor of Arts degree is conferred when the student has completed at least 124 credit hours in the following areas:

Area	Hours
Social Studies	12
Humanities and Literature	10
Philosophy	2
Laboratory Science	8
English	12
Communication Arts	5
Psychology	R
Foreign Language	

(Course numbers are listed on pages 13 and 14 in the Catalogue.)

Major fields of study may be pursued in any of the following:

American Studies	French	Physics
Art	German	Russian
Biology	General Science	Psychology
Chemistry	Government	Social Philosophy
Communication Arts	History	Social Work
Computer Science	International Studies	Sociology
Economics	Mathematics	Spanish
Education	Philosophy	Theater Arts
English		Philosophy-Religion

4. Bachelor of Science Degree

The B.S. degree requirements are the same as those for the B.A. degree except for areas of concentrations. Students can chose to major in:

Business Administration
Home Economics
Physical Education
Recreation and Leisure

5. B.A. or B.S. Degree in Teacher Education

a. B.A. in Early Childhood Education or Elementary Education

One hundred twenty-seven (127) credits in the following areas and the requirements indicated:

1. Admission to teachers education
2. Completion of general studies requirements
3. Completion of preprofessional coursework
4. Admission to student teaching
5. Completion of education courses

b. B.A. in Subject Field with Specialization in Secondary Education

Completion of a. 1-5 above and the completion of major field requirements.

c. B.S. in Physical Education

The completion of a. 1-5 and completion of the Department of Physical Education's requirements for a major in that content area.

All teacher education degree candidates must acquire a 2.75 or higher G.P.A. with B or better in education courses, maintain satisfactory contact and reside on the campus for the senior year.

The aforementioned academic policies of Gallaudet College affect the Gallaudet College School of Preparatory Studies student directly and indirectly. The admissions and financial aid policies determine whether the student will be able to stay. The degree the student decides to work for determines the pre-requisite skills and aptitudes for the area.

V. Other Knowledge Gained from the Internship

A. Other Post-Secondary Programs for Deaf Students (From the American Annals of the Deaf, April 1983)

1. Programs by State

a. Alabama

i. E.H. Gentry Technical Facility for the Deaf and Blind
P.O. Box 698, Talladega 35160
Program: Technical/Vocational
Deaf Students: 60

b. Arizona

i. Arizona State University
Disabled Student Resources, Student Health Center
Tempe 85287
All Degrees
Deaf Students: 18

ii Pima Community College
2202 W. Anklan Rd., Tucson 85709
Deaf students: 35

iii University of Arizona
Disabled Student Services Program
Education Building/Room 104, Tucson 85721
All Degrees
Deaf Students: 21

c. California

i Ohlone College
Center for Hearing Impaired
43600 Mission Blvd., P.O. Box 3909
Fremont 94539
Program: Liberal Arts, Commercial, Technical/ Vocational
Deaf Students: 200

ii Golden West College
Deaf and Hearing Impaired Program
15741 Golden West St., Huntington Beach 92647
Program: Liberal Arts, Technical/Vocational
Deaf Students: 75

iii La Puente Valley Adult School
320 N. Willos St., La Puente 91746
Program: Technical/Vocational
Deaf Students: 102

iv Los Angeles Trade-Technical College
Handicapped Seniors
400 W. Washington Blvd., Los Angeles 90015
Program: Technical/Vocational
Deaf Students: 132

v University of California - Northridge
National Center on Deafness
18111 Nordhoff St., Northridge 91330
Program: All Degrees
Deaf Students: 193

vi Riverside City College
Hearing Impaired Programs
4800 Magnolia Ave., Riverside 92506
Program: Liberal Arts, Commercial, Technical/ Vocational
Deaf Students: 55

vii American River College
Los Rios Community College District
4700 College Oak Dr., Sacramento 95841
Program: Liberal Arts, Technical/Vocational
Deaf Students: 30

viii San Diego Community College District
- Educational Cultural Complex
- Dan Diego City College
- San Diego Mesa College
7230 Mesa College Drive, San Diego 92111
Total Deaf Student enrollment: 95

ix Ventura College
Disabled Student Services
4667 Telegraph Rd., Ventura 93003
Program: Liberal Arts, Commercial, Technical/ Vocational, Certificate, AA and AS degrees
Deaf Students: 25

x El Camino College
16007 Crenshaw Blvd., Via Torrance 90506
Program: Technical/Vocational
Deaf Students: 50

xi College of the Sequoias
915 S Mooney Blvd., Visalia 93270
Program: Liberal Arts, Commercial, Technical/ Vocational
Deaf Students: 30

xii Mt. San Antonio Community College
Handicapped Student Services
1100 N. Grand Ave., Walnut 91711
Program: Liberal Arts, Commercial, Technical/ Vocational
Deaf Students: 52

d. Colorado

i Community College of Denver
Center for Physically Disadvantaged, North Campus
3645 W. 112 Ave., Westminster 80030
Program: Liberal Arts, Technical/Vocational, Continuing Education
Deaf Students: 57

e. District of Columbia

i Gallaudet College
Florida Ave and 7th St., NE, Washington 20002
Program: All degrees
Deaf Students: 1,120

f. Florida

i St. Petersburg Junior College
Clearwater Campus
2465 Drew St., Clearwater 33515
Program: Liberal Arts, Technical/Vocational
Deaf Students: 56

ii Spuigeon Baptist Bible College
4440 Spuigeon Drive, Mulberry 33860
Program: Professional
Deaf Students: 5

iii Tampa Technical Institute
3920 Hillsborough Ave., Tampa 33610
Program: Commercial, Technical/Vocational
Deaf Students: 15

g. Georgia

i Floyd Junior College
U.S. 27, S., P.O. Box 1864, Rome 30161
Program: Liberal Arts, Commercial, Technical/ Vocational
Deaf Students: 18

h. Illinois

i Northern Illinois University
Department of Communication Disorders
Services for the Hearing Impaired, De Kalb 60115

Program: Liberal Arts
Deaf Students: 18

ii Northern Illinois University
Program for Hearing Impaired, De Kalb 60115
Program: Pre-Vocational, College Prep
Deaf Students: 50

iii William R. Harper Community College
Algonquin and Roselle Rds., Palatine 60067
Program: Liberal Arts, Technical/Vocational
Deaf Students: 40

iv Wallbonsee Community College
WHIP Program, Rt. 40, Sugar Grove 60554
Program: Liberal Arts, Commercial, Technical/Vocational
Deaf Students: 70

i Iowa

i Iowa Western Community College
2700 College Rd., Box 4C, Council Bluffs 51501
Prcgram: Liberal Arts, Technical/Vocational
Deaf Students: 31

j. Kansas

i Johnson County Community College
12345 College at Quinera, Overland Park 66210
Program: Liberal Arts, Technical/Vocational
Deaf Students: 80

k. Kentucky

i Northern Kentucky State
Vocational Technical School
Amsterdam Rd., Covington 41011
Program: Technical/Vocational
Deaf Students: 3

l. Massachusetts

i Northeastern University
360 Huntington Ave., Boston 02115
Program: Liberal Arts, Continuing Education, Professional
Deaf Students: 35

m. Michigan

i Michigan State University
Communication Arts building, East Lansing 48824

Program: Liberal Arts, Commercial, Technical/ Vocational, Continuing Education, Professional
Deaf Students: 12

ii Matt Community College
Handicapped Student Services
1401 E. Court St., Flint 48502
Program: Liberal Arts, Technical/Vocational
Deaf Students: 20

iii Madonna College
Educational Support Services
36600 Schoolcraft, Livonia 48150
Program: Liberal Arts, Continuing Education
Deaf Students: 51

iv State Technical Institute and Rehabilitation Center
Alber Drive., Plainwell 49080
Program: Commercial, Technical/Vocational, Continuing Education
Deaf Students: 12

n. Minnesota

i North Central Bible College
910 Eliot Ave., S., Minneapolis 55404
Program: Ministerial
Deaf Students: 10

ii St. Mary's Junior College
2500 S. 6th St., Minneapolis, 55454
Program: Professional, Allied Health
Deaf Students: 11

iii St. Paul Technical Vocational Institute
235 Marshall Ave., St. Paul 55102
Program: Technical/Vocational, Continuing Education
Deaf Students: 165

o. Missouri

i Missouri Central Bible College
3000 N. Grant St., Springfield 65781
Program: Ministerial
Deaf Students: 5

p. Nebraska

i Metropolitan Tech. Community College
P.O. Box 3777, Omaha 68103
Program: Technical/Vocational
Deaf Students: 13

q. New Hampshire

i New Hampshire Vocational Technical College
Claremont 03743
Program: Technical/Vocational
Deaf Students: 14

r. New York

i New York City Technical College
Division of Continuing Education
300 Jay St., Brooklyn 11202
Program: Commercial, Technical/Vocational, Continuing Education
Deaf Students: 60

ii LaGuardia Community College
Community Service Programs
31-10 Thomson Ave., Room E729, Long Island 11101
Program: Liberal Arts, Continuing Education
Deaf Students:

iii New York University
Office of Disabled Student Services
Student Center, 566 LaGuardia, New York 10012
Program: Liberal Arts, Continuing Education, Professional
Deaf Students: 41

iv National Technical Institute for the Deaf
Lomb Memorial Drive, Rochester 14623
Program: Technical/Vocational, Professional
Deaf Students: 1,000

s. North Carolina

i North Carolina Gardner Webb College
Degree Program Hearing Impaired, Bowling Springs 28017
Program: Liberal Arts, Continuing Education, Professional
Deaf Students: 20

ii Central Peidmont Community College
Charlotte 28235-5009
Program: Liberal Arts, Commercial, Technical/Vocational, Continuing Education
Deaf Students: 42

iii East Carolina University
A-114 Brewster Bldg., Greenville 27834
Program: Liberal Arts, Continuing Education, Professional
Deaf Students: 22

iv Lenoir-Rhyme College
P.O. Box 7278, Hickory 28603
Program: Liberal Arts, Professional
Deaf Students: 9

t. Oklahoma

i East Central Oklahoma State University
Learning Resource Center
1000 E. 12th, Ada 74820
Program: Liberal Arts, Continuing Education, Professional
Deaf Students: 20

ii Moore-Norman Area Vocational Technical School
4701 NW 12th and Franklin Rd., Norman 73060
Program: Technical/Vocational
Deaf Students: 12

u. Oregon

i Western Oregon State College
Campus Services for the Deaf Students
345 N. Monmouth Ave., Monmouth 97361
Program: Liberal Arts, Continuing Education, Professional
Deaf Students: 30

ii Portland Community College
Portland 97225
Program: Liberal Arts, Technical/Vocational, Continuing Education
Deaf Students: 31

v. Pennsylvania

i Community College of Philadelphia
Center on Disability
1700 Spring Garden St., Philadelphia 19130
Program: Liberal Arts, Commercial, Technical/Vocational, Continuing Education
Deaf Students: 12

w. Tennessee

i Chattanooga State Technical Community College
Deaf and Hearing Impaired Program
4501 Amnicola Highway, Chattanooga 37406
Program: Technical/Vocational, Continuing Education
Deaf Students: 19

ii Tennessee Temple University
Division of Studies for the Deaf
1815 Union Ave., Chattanooga 37404

Program: Liberal Arts, Technical/Vocational Continuing Education
Deaf Students: 55

x. Texas

i Christ for the Nations Institute
Department of Deaf Studies
3315 Conway St., P.O. Box 24910, Dallas 75224
Program: Practicing Theology
Deaf Students: 16

ii Eastfield College
Program: Liberal Arts, Technical/Vocational, Continuing Education
Deaf Students: 25

iii Stephen F. Austin State University
Handicapped Student Services
North St., Nacagdoches 75962
Program: Liberal Arts
Deaf Students: 19

iv San Antonio College
1300 San Pedro, San Pedro 78284
Program: Liberal Arts, Commercial, Technical/Vocational, Continuing Education, Professional
Deaf Students: 45

v Texas State Technical Institute
Deaf Student Services
Bldg. 32-5, Waca 76705
Program: Technical/Vocational
Deaf Students: 20

y. Utah

i Utah State University
Disabled Student Center
UMC 46, Logan 84322
Program: Liberal Arts, Technical/Vocational, Continuing Education, Professional
Deaf Students: 26

z. Virginia

i Institute of Biblical Studies
Hands of Liberty Deaf Department
P.O. Box 1111, Lynchburg 24514
Program: Ministerial
Deaf Students: 2

ii Liberty Baptist College
P.O. Box 1111, Lynchburg 24514
Program: Liberal Arts
Deaf Students: 7

z.1 Washington

i Washington State University
Pullman 99164
Program: Liberal Arts, Technical/Vocational, Continuing Education, Professional
Deaf Students: 5

ii Seattle Community College
Regular Education Program for Deaf Students
1801 Broadway - 2NP304, Seattle 98122
Program: Liberal Arts, Commercial, Technical/ Vocational, Continuing Education, Professional
Deaf Students: 180

z.2 Wisconsin

i North Central Technical Institute
1000 Schofield Ave., Wausau 54401
Program: Technical/Vocational, Continuing Education
Deaf Students: 26

The state listing of post-secondary programs for the deaf point to the fact that most programs are incorporated into state or public supported colleges and universities which receive federal aid in various forms. The numbers of deaf individuals in the majority of the programs is small compared to the sizes of the campus with the exception of those programs designed solely for the deaf. The states of California and New York offer the most programmatic options to its deaf citizens. This writer was amazed that Liberty Baptist College was the only place in the state of Virginia where the deaf can be trained at the post-secondary level. Virginia led the nation in programs in special education during the 1800's. It is truly ironic that Liberty Baptist College and the Institute of Biblical studies (a part of Liberty Baptist College) both recently founded, have a total of 9 deaf students listed. Another observation is that most of the

problems for the deaf are vocational and technical. Gallaudet College still offers the deaf individual the most options.

2. Programs for Training Teachers of the Deaf

a. Alabama

i University of Montevallo (Undergraduate)

ii University of Alabama (Undergraduate and Graduate)

b. Arizona

i University of Arizona (Graduate)

c. California

i California State University, Fresno (Undergraduate and Graduate)

ii California State University, Los Angeles (Graduate)

iii University of Southern California (Graduate)

iv California State University, Northridge (Graduate)

v San Diego State University (Undergraduate and Graduate)

vi San Francisco State University (Graduate)

vii San Jose State University (Undergraduate and Graduate)

d. Colorado

i University of Northern Colorado (Undergraduate and Graduate)

e. District of Columbia

i Gallaudet College (Graduate)

f. Florida

i University of North Florida (Graduate)

ii Flagler College (Undergraduate)

iii University of South Florida (Graduate)

g. Georgia

i University of Georgia (Graduate)

h. Illinois

i Northern Illinois University (Undergraduate and Graduate)

ii MacMurray College (Undergraduate)

iii Illinois State University (Undergraduate and Graduate)

i. Indiana

i Ball State University (Undergraduate and Graduate)

j. Kansas

i University of Kansas (Graduate)

l. Kentucky

i Eastern Kentucky University (Undergraduate and Graduate)

m. Louisiana

i Louisiana State University and Southern University (Undergraduate and Graduate)

ii St. Mary's Dominican College (Undergraduate)

n. Maryland

i Western Maryland College (Graduate)

o. Massachusetts

i Boston University (Graduate)

ii Smith College - Clarke School for the Deaf (Graduate)

p. Michigan

i Michigan State University (Undergraduate and Graduate)

ii Eastern Michigan University (Undergraduate and Graduate)

q. Mississippi

i University of Mississippi (Undergraduate and Graduate)

r. Missouri

i Fontbonne College (Undergraduate)

s. Nebraska

i University of Nebraska (Undergraduate and Graduate)

t. New Jersey

i Trenton State College (Undergraduate)

u. New York

i Canisius College - St. Mary's School for the Deaf (Graduate)

ii Adelphi University (Graduate)

iii State University College (Graduate)

iv Hunter College (Graduate)

v Marymount Manhattan College (Undergraduate)

vi New York University (Graduate)

vii Teachers College, Columbia University (Graduate)

viii National Teacher Institute for the Deaf - University of Rochester (Graduate)

ix Syracuse University (Graduate)

v. North Carolina

i University of North Carolina (Undergraduate and Graduate)

ii Lenoir-Rhyne College (Undergraduate and Graduate)

iii Atlantic Christian College (Undergraduate)

w. Ohio

i Bowling Green State University (Undergraduate)

ii University of Cincinnati (Graduate)

iii The Ohio State University (Graduate)

iv Kent State University (Undergraduate and Graduate)

x. Oklahoma

i University of Science and Arts of Oklahoma (Undergraduate)

ii University of Oklahoma Health Science Center (Graduate)

y. Oregon

i Western Oregon State College (Graduate)

ii Lewis and Clark College (Graduate)

z. Pennsylvania

i Bloomsburg State College (Graduate)

ii University of Pittsburgh (Graduate)

III Pennsylvania State University (Graduate)

z.1. South Carolina

i Converse College (Undergraduate)

z.2. South Dakota

i Augustana College (Undergraduate and Graduate)

z.3. Tennessee

i University of Tennessee at Knoxville (Undergraduate and Graduate)

z.4. Texas

i Abilene Christian University (Undergraduate)

ii The University of Texas at Austin (Undergraduate and Graduate)

iii Lamar University (Undergraduate and Graduate)

iv University of Texas at El Paso (Undergraduate)

v Texas Christian University (Undergraduate)

vi Texas Technical University (Undergraduate)

vii Stephen F. Austin State University (Undergraduate)

viii Trinity University (Undergraduate)

z.5. Utah

i University of Utah (Graduate

z.6. Virginia

i University of Virginia (Graduate)

z.7. Washington

i University of Washington (Graduate)

z.8. Wisconsin

i University of Wisconsin - Milwaukee (Undergraduate)

There are programs for Training Teachers of the Deaf in 32 states and the District of Columbia. The majority of the programs are at the graduate level. In addition to Training Teachers of the Deaf, many of the same schools support programs for Professional Specialists and programs for Training Interpreters for the Deaf. There are eight programs for Professional Specialists (rehabilitative counselors, psychologists, and audiologists, media personnel and others). They are located at the following school: California State University; Northridge; San Francisco State University; Gallaudet College; University of South Florida; C.U.N.Y Graduate Center; New York University; Western Oregon State College; and, the University of Pittsburgh. There are programs for Training Interpreters for the Deaf in twenty-two (22) states and the District of Columbia.[1] These are either non-degreed, certified or at the Associates Arts degree level. This level makes knowledge of the language of signs attainable by most people with an interest in learning how to sign.

The American Annals of the Deaf also provides a listing of federal offices in Washington, D.C. that offer assistance to the deaf. The federal offices are:

a. Rehabilitation Services Administration

b. National Institute of Handicapped Research

c. Special Education Programs at the Department of Education

[1] American Annals of the Deaf, April 1983.

These federal offices are staffed to provide information on programs in the states. They also function as a network system for policy development and analysis as well as for educational services.

B. The Communication Controversy

Historically, the controversy on the best method of communication for the deaf stems back to the 1780's with the dispute between sign language versus oralism between the manualist Abbe de l'Epee and the oralist, Samuel Heinicke. Heinicke believed that words formed the basis for human thinking and used the term "tone thinking" to parallel the thought process that occurs in the deaf. De l'Epee, on the other hand, taught sign language. His original signs were greatly expanded throughout the 18th and 19th centuries. Both men's contributions proved to the world that the deaf could be taught. Both men opened schools based on their methods of teaching the deaf.

Oralism was popular in the 1860's in Europe. The Association for the Oral Instruction of the Deaf and Dumb was founded in 1871. At the same time the deaf were being taught speech by Baroness de Rothchild.[1] Twenty years later the controversy was to center on Alexander Graham Bell and Edward Miner Gallaudet. Bell believed that the deaf could be better integrated into society (a construct now known as mainstreaming) if they could understand English and be treated as though they could hear. Bell wanted deaf children to develop a well functioning visual system which would relay the meaning of speech in context and by using the eyes. Bell was concerned that the deaf would think in the signs they learned. Bell was most severely criticized because he believed that marriages between deaf people should be outlawed to prevent the occurrences of generations of

[1] "Education of the Deaf Child"

deaf individuals. Bell also opposed the structure of deaf sub cultures in Hartford, Connecticut and in Manitoba, Canada. Bell's main opposition came from Edward Miner Gallaudet, for whom Gallaudet College was named.

Gallaudet felt manualism was expedient and worked well for a communication form for the deaf. Yet, he believed in lip reading and felt the deaf needed education to be able to read lips. For Gallaudet, the choice of communication and integration in the mainstream was up to the individual. What Gallaudet proposed in the 1800's is now called total communication. Total communication uses English and sign language. There has never been any research on which method is the best one. Likewise, there has been a reluctance to publish data on youngsters taught at the various schools that use the different methods. Unfortunately, teaching methods today are as determined by Bell's condemnation of intermarriage between the deaf as his theory. And so, the controversy rages. Other issues involved are:

a) The age to begin instruction with English and/or signs.

b) The age to begin bilingual instruction or TOTAL COMMUNICATION.

c) Which sign language is best - American Sign Language or English Signs?

d) Does training signs interfere with the acquisition of the English Language?

e) Does learning English interfere with the acquisition of signs?

f) What should teacher training programs emphasize?

g) What does choice of communication form have to do with the hearing disabled individual's possible mainstreaming into the major culture?

h) How much input should deaf adults have in educational policy formation for deaf children in the communication controversy?

Kluwin and Kluwin[1] promote simultaneous (TOTAL COMMUNICATION) communication to increase interaction and effectively engage in dialogue. In this article, they relate technical skills with a language skill and structure the simultaneous communication around the constructs of closure, feedback, redundancy, repetition, attending, nonverbal cries and discourse markers. This more formal approach enables teachers to systematically instruct. The effects of the communication controversy can be seen in the number of deaf students who completed programs in 1983 as cited in the April 1983 edition of the American Annals of the Deaf. There were 17,887 students in public residential schools, 475 students in private residential schools, 3,565 in public day schools, 818 in private day school, 21,197 in full time public day classes, 1,635 in part-time and/or itinerant classes, 69 in private day classes (full-time) 24 in part-time and/or itinerant classes and 587 in facilities for other handicapped. In other words, the majority of the deaf are still in segregated systems. There is wide diversity in the methodology advocated and taught at these different schools as is evidenced by the literature and School of Preparatory Studies emphasis on communication skill.

C. The International Symposium on Deafness

The International Symposium on Deafness was conducted at Gallaudet College in the Spring of 1984. David S. Martin, Symposium Chairman and Editor of the two volumes of articles that were the result of the Symposium, described the focus of the Symposium as an idea exchange. The Symposium on Cognition, Education and Deafness was a forum for researchers

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[1] Kluwin, F.N. and Kluwin, Brigit "Simultaneous Communication in Classrooms for Hearing Imparied Students", American Annals of the Deaf.

in educational practices and principles, as they apply to the deaf. The two volumes of articles represent the most current issues and controversies in the education of the hearing impaired.

By following review of the Symposium papers is the no means extensive. The review merely highlights the problems of deafness and the on-going efforts to apply new educational theory and practices to the hearing impaired.

The physical handicap of deafness in characterized by delays in learning to communicate through all modalities. The perception deficits in construct formation have been documented extensively in the literature with respect to reading. Pintner and Patterson (1917) documented the visual memory loss of deaf children due to the lack of auditory experience. MacDougall (1979) found that very young dear children processed almost exclusively visually. Kusche concluded from a review of the literature on reading achievement in deaf children that the deaf do poorly on sequenced memory tasks, the deaf don't generally use phonetic encoding and types of encoding strategies differ among the deaf. Indeed, the reading process itself is affected by deafness by limiting prior experiences and expectations of the deaf reader (Barclay, 1973; Smith, 1973) and by deficits in the structural formation in English language (Quigley et. al., 1978)..

Studies on cognition in the hearing impaired report no differences in the performance of deaf as compared to hearing children on parts-wholes (Furth, 1964, 146), sameness (Furth, 1964, 146 and Meadow, 1980, 72) and symmetry (Furth, 1964, 146 and Meadow, 1980, 72). However, there were significant differences between deaf and hearing children in the cognition areas of memory (Karchmer and Belmont, 1976, 1), concept application

(Furth, 1964 and Meadow, 1980), opposition (Furth, 1964 and Meadow, 1980) and analogy (Meadow, 1980). Recent research is being conducted on spatial reasoning, linguistic abstraction and the use of symbols by David Martin and others at Gallaudet College to account for the differences in hearing impaired and hearing populations studied by Hauptman (1980), Brewer et. al. (1979) and Moores (1978), respectively. Hauptman's research that the differences in spatial reasoning in hearing-impaired and hearing children may be due to the greater dependence of the hearing impaired on tactile and visual senses. Brewer and others indicate that the process of linguistic abstraction is directly related to the individual's experiences and that this environmental component affects the hearing impaired individual's cognitive processes. Moores believes that Furth has failed to demonstrate the inferiority of the deaf at the formal operative language level.

In a study of cognitive improvement through instruction of the hearing impaired, Jonas and Martin concluded that a systematic program of intervention strategies could improve cognition in adolescents. The intervention strategies based on Feuerstein's work, includes interventions for improvement in problem solving, reading, language sequencing and following directions. The long term goals of improved reading and math skills were stated. The positive results of this infer the necessity of tutoring by trained tutors of the hearing impaired to significantly improve skills in the academic areas. These results are consistent with the findings of David S. Martin whose research substantiates the need for and effectiveness of intervention programs to improve cognition in the hearing impaired young adult. The trained tutor/teacher can significantly increase the cognitive skills of this population. Indeed, the underlying theme of the working papers of the International Symposium on Cognition, Education, and Deafness

is that there is a need to implement effective "tutoring"/ "teaching" strategies for increased learning with the hearing impaired population. Problem solving, language development, reading and cognitive processes can all be affected by effective intervention programs.

D. Other Research on the Deaf

According to Mindel and McCay in They Grow in Silence, the hearing impaired have the same distribution of intelligence as the general population. Studies on "the Intelligence of the Deaf and Hard of Hearing: 1930 to 1967" published in The Journal of Rehabilitation of the Deaf, 1968, UPI, No. 4, pp. 4-7, substantiate Mindel and McCay's statement. In a 1932 study, June MacPherson and Helen S. Lane secured mean IQs of 116,62 and 113.87 on the Hiskey and Randall's Island Series, respectively for 61 deaf children. In the same year, Mary Shirley and Florence Goodenough tested 406 deaf children, aged 6-14 on the Goodenough and Pintner Nonlanguage and secured medians of 87.7 and 98.4 respectively. Helen Bishop tested 90 deaf and hard of hearing children on the Grace Arthur in 1936 and found a normal distribution. In the same year, Margaret Scyster tested 50 preschoolers on the Merrill-Palmer and Pintner-Patterson and found no retardation. In two simultaneous early studies (1937 and 1938), Helen S. Lane sampled 250 deaf 5-19 year olds on Lectaneter and Randall's Performance and secured a deaf mean score of 105-122 depending on the scoring method. In 1948, H.R. Myklebust tested deaf children in the WISC Performance Test and secured a mean IQ of 101.8. In 1953, Grace Rose tested 61 deaf children aged 3-10 on the Ontario, Hiskey and Vineland and secured mean IQ scores of 104.6, 104.8 and 94.7, respectively. In 1962, R.G. Brill tested 312 deaf children aged 5-16 on the WISC Performance and secured a mean IQ of 104.9. M. Vernon used Performance Scales to test the IQ of the genetic deaf, the Rh deaf,

the post-meningitic deaf and the pos-maternal rubella deaf. He secured IQ scores of 114, 94, 96, 89 and 95. All five studies related the etiology of deafness of intelligence. All mean scores reported were in the normal range.

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VI Conclusions

Education of the deaf has progressed dramatically in recent years. The major efforts undertaken at Gallaudet College to formulate research questions and generate practical teaching and learning models that can be disseminated to the world wide community has greatly expanded the data base in the field. The symposium on deafness attracted contributions from throughout the United States. The satellite centers adapt the teaching models to other more remote places in the United States. Deaf graduates of Gallaudet College are contributing more to the field each year. It is now known through such research that deafness has little to do with intelligence but a lot to do with early physical construct formation. The disability affects a single modality of perception but may be compensated for.

The communication controversy still rages and is mentioned as a major problem in deaf education. Although Gallaudet College uses total communication the student population arrives with different skill levels and philosophical positions on the communication form they practice. Although the intelligence issue has been resolved, the communication controversy has not been resolved.

The internship taught me some valuable lessons. We, in Special Education, "Experts" in our field, need the full immersion in the subculture of the exceptional to fully appreciate the subcultures' point of view. Arriving with the philosophical terminology of my time I was surprised by the reality behind the semantics for my deaf colleagues. "Mainstreaming", that all encompassing cost effective demonstrative society ideal which, when achieved, means the exceptional child "made it" means isolation for the deaf. We the special educators need to do much more in sensitizing and in educating the people we work with on accepting and supporting behavior directed toward the exceptional child.

Another valuable lesson is the resourcefulness, expressiveness and creativity of the deaf students at the Gallaudet College School of Preparatory Studies. These students have the same problems of other first year students, loneliness, academic and social skills development needs, adjustment related problems, financial needs and personal problems. In addition, deafness creates additional problems and impacts on the problems mentioned above. The deaf students must interact with a hearing world that is constantly staring and judgmental when that deaf college student is at an age where similarities with peers are far more important than differences.

The Gallaudet College School of Preparatory Studies has a staff, the facility and the curriculum to significantly improve students' skills in a one year time frame. The attrition rate at the time of the internship was about 16%, far lower than the rate for first year students at most other colleges. Despite this low attrition rate, the Gallaudet College School of Preparatory Studies is seeking to establish a cooperative agreement with a local business college for those students who cannot matriculate in liberal arts programs.

The commitment, dedication and openness to innovative change by the administrators and faculty of the college is most impressive.

The author is greatful to have had the opportunity to explore, grow and develop during the internship. There is, however, a need for more research to document the successes and stumbling blocks as the program develops. This internship was very special because of the close working relationships the intern had with the tutorial center director, a deaf female married to a deaf priest with two hearing children. Thank you Frances Croft.